DOCUMENT RESUME

ED 253 327 PS 014 869

AUTHOR Williams, David L., Jr.
TITLE Parent Involvement in Education: What a Survey Reveals.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
PUB DATE Oct 84
NOTE 12p.; Paper presented at the National Coalition of Title 1 Chapter I Parents' Annual In-Service Training Conference (11th, Crystal City, VA, October 10-13, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrator Attitudes; *Attitudes; Boards of Education; Decision Making; *Elementary Education; *Parent Attitudes; *Parent Participation; Parent Role; Principals; Questionnaires; Regional Attitudes; State Government; Superintendents; Surveys; *Teacher Attitudes; Teacher Education; Teacher Educators
IDENTIFIERS *United States (Southwest)

ABSTRACT

The Parent Involvement in Education Project, a research project sponsored by Southwest Educational Development Laboratory, is based on the tenet that to improve the quality of our public schools, parents and educators must develop a more collaborative relationship. In order to help determine the prospects for bringing about such a relationship, a written questionnaire was mailed to parents, teacher educators, teachers, principals, school superintendents, school board presidents, and state education agency officials in six Southwestern states. Focusing on elementary education, major dimensions of each survey were as follows: (1) general attitudes about parent involvement; (2) parent involvement in school decision making; (3) parent involvement roles; (4) current parent involvement practices; and (5) parent involvement as part of teacher training. Teacher educators, teachers, and principals were asked about the usefulness of parent involvement along these dimensions. Parents were queried about their interest in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to such parent involvement. Results were reported in terms of both patterns of responses to questionnaire items and comparisons among groups. It was concluded that parent involvement is acceptable to most parents and educators, but that educators and parents have distinctly different views about certain aspects of parent involvement. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253327

PARENT INVOLVEMENT IN EDUCATION: WHAT A SURVEY REVEALS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

David L. Williams, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper Prepared for
National Coalition of
Title 1 Chapter I Parents'
Eleventh Annual In-Service
Training Conference
Crystal City, Virginia
October 10-13, 1984

by
David L. Williams, Jr., Director
Parent Involvement in Education Project
Southwest Educational Development Laboratory (SEDL)
Austin, Texas

A. INTRODUCTION

SEDL is using funding from the National Institute of Education to achieve two major goals in this project. First, it is establishing a research base of information regarding parent involvement for parents as well as educators. Second, it is using this base of information to develop guidelines and strategies for training teachers in the area of parent involvement as well as for improving the success of parent involvement programs as suggested by the research information base.

B. STUDY BACKGROUND

Parent involvement in education became a significant factor in public education with the advent of such federal programs as Head Start, Follow Through, and Title One. The emphasis in these programs centered on having parents take a more active role in all aspects of their operations or activities. Although the programmatic intentions regarding parent involvement were admirable, this kind of participation encountered difficulties for several reasons. They are discussed briefly in the following paragraphs.

First, the definitions of parent involvement varied among these programs, which subjected the concept to various interpretations. Second, very little information existed regarding the attitudes of parents and educators toward such involvement. Third, there was a paucity of knowledge about the kinds of training that parents and educators had or needed for successful parent involvement efforts. Fourth, much of the rationale for parent involvement in these programs either condemned or ignored past as well as existing efforts in public schools. Fifth, the proposed focus on parent involvement neither built upon existing strengths nor anticipated accurately the potential barriers.

PS 014869

BEST COPY

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street, Austin, Texas 78701 (512/476-6861)

Sixth, very little information was available regarding either preferences for specific parent involvement roles or the kinds of parent involvement activities existing in schools or programs. Much of the parent involvement literature portrayed parents taking part in education only through roles that supported the status quo of schools. There was no broad emphasis on parents as decision-makers, co-learners, advocates, or partners in the educational process. Though the emerging federal efforts espoused such involvement roles for parents, their acceptance was slow in these programs and even slower with respect to education as a whole.

The Parent Involvement in Education Project (PIEP) is based on the tenet that to improve the quality and effectiveness of our public schools, parents and educators must develop more of a collegial or collaborative relationship regarding educational issues and concerns as opposed to an adversarial one. In order to help determine what the prospects were for bringing such a relationship to fruition, the Project asked parents and educators about their opinions concerning various aspects of parent involvement.

A written questionnaire was developed and used to gather this kind of parent involvement information. Parents and educators in a six-state region were surveyed. The states included Arkansas, Mississippi, Louisiana, New Mexico, Oklahoma, and Texas. National, state and, local organizations of parents and educators assisted the project with its survey. Descriptive statistics, especially percentages, frequencies, and means, were produced to report patterns of responses to items in the survey. These statistics also served as a basis for comparing the similarities and differences of responses between and among the groups.

The major dimensions of each survey included (1) general attitudes about parent involvement, (2) parent involvement in school decision-making, (3) parent involvement roles, (4) current parent involvement practices or activities, and (5) parent involvement as part of teacher training. In general, teacher educators, teachers, and principals were asked about how useful parent involvement was along these dimensions. Parents were queried as to how interested they were in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to such parent involvement.

Parent involvement at the elementary school level was the focus of this study. Subjects included teacher educators, principals, teachers, parents, school superintendents, school board presidents, and state department of education (SEA) officials. The response rate from sample populations of each group was as follows: parents 43.4% (2,083); teacher educators 60.5% (575); teachers 43.7% (873); principals 48.6% (729); school superintendents 46.5% (1,200); school board presidents 27.4% (664); and state education agency officials 83.3% (30).

C. SUMMARY OF RESULTS

1. Attitudes. Subjects were asked to indicate the extent to which they agreed or disagreed with a set of statements about parent involvement. Overall, a majority of the teacher educators were favorable in their responses to the general concept of parent involvement. In particular,

BEST COPY

they agreed strongest that (a) parent involvement in all school matters needs increasing, (b) teachers need extra training for parent involvement, (c) teachers should confer with parents about home life, (d) parents are usually cooperative with teachers, and (e) parents would help children more at home if they knew what to do.

Teacher educators strongly disagreed that (a) parents wanting involvement should get a college degree, (b) teachers are too overburdened to work with parents, (c) involving low income parents is unrealistic, (d) training teachers for parent involvement should not be an undergraduate priority, and (e) parents do more harm than good by helping children with school work.

Principals and teachers also were positive in their general response to the importance and value of parent involvement. The majority were in strong agreement with (a) teachers providing parents with ideas to help children at home with school work, (b) teachers taking on too many parental responsibilities, (c) principals providing teachers with parent involvement guidelines, (d) involving teachers in school policy decisions and (e) requiring a parent involvement course for undergraduates in elementary education.

The strongest disagreements by principals and teachers were expressed with regard to statements about (a) teachers being too overburdened to work with parents, (b) teachers not needing to be trained for parent involvement, (c) teachers not conferring with parents about children's home life, (d) parents evaluating teachers, and (e) parents evaluating principals.

A majority of parents agreed strongest with such parent involvement ideas as (a) making sure their children do homework, (c) feeling at ease during school visitations, (d) taking responsibility for getting involved at school, and (e) wanting teachers to send more information home about classroom activities.

The strongest disagreement expressed by most parents was toward the ideas that (a) they have little to do with their children's school success, (b) they do not have time for involvement with school activities, (c) teachers are too busy to also work with parents, (d) homework consumes too much family time, and (e) they are not trained enough to help make school decisions.

Among the school governance persons surveyed (superintendents, presidents and SEA officials), their strongest agreement regarding parent involvement in general was toward (a) teachers providing parents with ideas about helping children with school assignments, (b) teachers considering working with parents as part of their job, (c) including teachers in curriculum and instruction decisions, and (d) principals providing teachers with suggestions for working with parents.

Superintendents strongly agreed that parents need training before they are involved in school decision-making. But board presidents more strongly agreed with parents taking the initiative for getting involved in schools. However, SEA officials voiced stronger agreement for school districts providing principals and teachers with guidelines for parent involvement.

BEST COPY

Superintendents, board presidents, and SEA officials were unanimous in their strong disagreement with having (a) parent involvement in school administrative decisions, (b) parent involvement with either teacher or principal evaluation, (c) parent involvement only occurring through organizations, like PTA, and (d) parent involvement having little effect on their children's academic success.

2. Decisions. Parents were asked to indicate the extent to which they had an interest in being involved with selected school decisions. Teachers, teacher educators, superintendents, board presidents and SEA officials were asked to what extent it would be useful to have parents' input regarding these decisions. With the exception of teacher educators, a majority of all groups most favored having parents involved in such decisions as (1) amount of homework assigned their children, and (2) placing their children in special education. Teacher educators, along with teachers, principals, and school governance persons, indicated that it would be most useful to involve parents in school desegregation/integration plans. However, parents did not consider this a high interest area for their involvement.

A majority of the parents, superintendents, board presidents, and SEA officials considered it most useful to have parents involved in decisions about evaluating how well their children are learning and about disciplining of their own children. Neither teacher educators, teachers, nor principals viewed such involvement by parents as being useful. Teachers and principals indicated it was more useful to involve parents with decisions concerning (a) if family problems are affecting school performance and (b) how to provide sex role instruction as well as sex education.

Participation in decisions about the selection of textbooks and other learning materials was of most interest to parents also but not considered useful by most of the other groups surveyed. Teacher educators indicated that parents should have input on such decisions as (a) multicultural/bilingual emphasis, (b) curriculum subject matter and (c) setting student promotion/retention standards, but not final authority. Rather, teacher educators considered it most useful to have parents make final decisions only regarding whether family problems are affecting school performance.

Decisions with respect to the hiring/firing of school staff were those most parents were least interested in being involved with and most educators indicated this as one of the least useful decisions with which parents should be involved. This indicated lack of interest may be a reflection of parents having been socialized by school staff that such roles were not appropriate ways to be involved in education. Among other decisions teachers and principals also considered least useful for parents to be involved in were (a) assignments of teachers in schools, (b) evaluating teacher performance, and (c) selecting teaching methods. School governance persons, teachers, and principals indicated it would also be least useful to involve parents in decisions about setting priorities for school budgets.

BEST COPY

Selecting teaching materials, deciding on curriculum emphases, helping to evaluate pupils, and selecting teaching methods were least useful areas for parent decision-making according to responses from most school governance persons and teacher educators. A majority of parents also were least interested in being involved with decisions about including more multicultural/bilingual education in education and decisions regarding school desegregation plans and increased sex role teaching.

3. Roles. Subjects were provided with a list of seven parent involvement roles. Parents were asked to indicate the extent to which they had an interest in participating in such roles. Educators were asked to indicate the importance of having parents take part in these roles. The majority of parents and educators were strongest in their support for such roles as (a) "Audience", (b) "Home Tutor," and (c) "School Program Supporter" (See Table 1). The role of least interest or importance, as indicated by parents and eduators respectively, was that of "Paid School Staff." Most teachers, principals, superintendents, and board presidents indicated that having parents in the role of "Advocate" was not too important. However, SEA officials considered this role as being very important and parents were very interested in such a role.

A majority of the SEA officials, superintendents, and school board presidents consider parents in the role of "Co-learner" also as not being important. Teachers and principals indicated a more neutral response overall about the importance of this role. Most parents indicated that they were definitely interested in this kind of role.

A majority of the teachers, principals, superintendents, and board presidents indicated that the role of "Decision-maker" was not an important one for parents. Conversely, most parents expressed a strong interest for participating in this role. Likewise, most SEA officials viewed this role as being a very important one for parents.

Overall, parents expressed a much higher interest in participating in the "Audience," "Home Tutor," "School Program Supporter, "Advocate," "Co-Learner," and "Decision-Maker" roles that educators considered these as being important. Among the educator groups, SEA officials tended to indicate more importance of these roles for parents than did the other educator groups.

4. Activities (Current Practices). A list of parent involvement activities was provided in this section of the survey. Teachers, principals, superintendents and board presidents were asked to indicate how typical these activities were of their schools. Parents had to indicate those they participated in most often. SEA officials indicated which were most likely to be a focus of the technical assistance they offered to school districts.

"Attending school activities" (e.g. open house), "Attending parent-teacher conferences," and "Helping children with school homework" were the activities most typical as indicated by educators, most likely to be offered as technical assistance according to SEA officials, and most often participated in as reported by parents. Teachers, principals, superintendents, and board presidents indicated that "chaperoning for

BEST COPY

school activities" and "holding school support fundraisers" (e.g. pot-luck suppers) were also common activities but neither parents nor SEA officials indicated the same.

Parents also considered "Visiting the schools" and "Taking part in PTA meetings" as most typical of the activities in which they participate. None of the educator groups reported these as being very typical. SEA officials also were most likely to offer technical assistance for "Getting parents to identify school needs" and Getting parents to assist with establishing school goals." However, parents did not indicate these as being activities they most often take part in while educators did not view such activities as being most typical in their schools.

"Hiring/firing of school staff," "Evaluation of School Staff," "Planning curriculum and instruction activities," and "Assisting with school budgets" were the activities reported to be least typical in schools, least often participated in by parents, and least offered as topics of technical assistance by SEA officials. A majority of teachers and principals indicated the "Participation in pupil evaluation" was also least typical in their schools. Most superintendents and board presidents indicated that "Parent participation in home tutor training" was least likely to be offered in their schools.

5. Other Findings of Interest.

a. Teacher Training for Parent Involvement: A majority of the parents and educators strongly agreed that not only should teachers be trained for parent involvement, but also that, where possible, the training should be in a course at the undergraduate level. While most teacher educators indicated that they most often dealt with parent involvement through such activities as role playing, laboratory experiences, participation in parent-teacher conferences, and having student teachers work with parent volunteers, most teachers and principals indicated that more is needed. This would include (1) talking with inservice teachers about parent involvement, (2) involvement in school activities with parents, (3) being involved with parent organizations, and (4) participation in principal-teacher-parent conferences.

b. Responsibility for Parent Involvement: A majority of educators and parents strongly agreed that teachers need to provide parents with ideas about helping children with school work at home and that principals should give teachers guidelines for parent involvement. However, school governance persons agreed most with principals, not teachers, taking the initiative to get parents involved. However, most principals agreed that parents should take the initiative to become involved.

A majority of the parents strongly agreed that they should be responsible for getting more involved in their children's schools. Most superintendents and SEA officials strongly agreed that school districts need to provide teachers and principals with parent involvement guidelines. However, neither superintendents, board presidents, nor SEA officials wanted state departments of education to provide parent involvement guidelines for school districts. Finally, most teachers saw increasing parent involvement in schools as the principal's responsibility.

BEST COPY

c. Existence of Parent Involvement Policies: School governing officials were asked to indicate to what extent written parent involvement policies existed in their districts or agencies. A majority of these officials indicated that written parent involvement policies were available mostly regarding: (1) placement of children in special education, (2) informing parents about children's violation of the district/school's discipline policy, and (3) participating in some decisions regarding certain educational programs such as Bilingual Education, Follow Through, Head Start, etc. (See Table 2).

Most officials indicated that few, if any, written parent involvement policies existed with respect to such areas as (1) teacher home visits, (2) participation in school budget matters, (3) participation in development of district handbook or school guide, (4) school administration, (5) curriculum and instruction activities, (6) development of promotion standards and (7) parents visiting their children's schools.

d. Parent Involvement at Secondary School Level: Parents were asked to indicate the extent of their agreement with ten items offered as reasons why parents become less involved at the secondary school level. A majority of the parents strongly agreed that the reasons for decreased participation are (1) school staff not asking them to be involved as much, (2) they (parents) not having a good understanding of the coursework, (3) not as many conferencing opportunities, and (4) not as many PTA activities. Both the long distances between homes and schools as well as having lots of teachers to talk with were not seen as reasons parents become less involved at this level.

e. Improving Parent Involvement at Elementary Level: Parents were given a list of ten suggestions and asked to indicate the extent to which these would work in getting more parents involved. Among the suggestions that a majority of the parents indicated would work include (1) sending more parent involvement information home, (2) making parents feel more welcome in schools, (3) helping parents better understand subjects being taught, and (4) having more informal meetings where staff and parents can get to know each other better, (5) asking parents how they would like to become involved.

D. SUMMARY OF IMPLICATIONS AND RECOMMENDATIONS

Parent involvement, overall, appears to be an acceptable way to participate in the educational process, according to most parents and educators. The results show that parents have a high degree of interest for being involved and that educators, generally, consider it useful to have parents involved in education. However, a closer examination of the findings reveals that educators and parents have distinctly different views about certain aspects of parent-involvement. These differences represent barriers which can hinder the effective involvement of parents and educators as partners in education.

Educators appear to be more supportive of the traditional ways that parents have participated in children's education both at home and at school. This includes parents mainly receiving information sent home by the school, supporting or taking part in school activities prepared by school staff, and attempting to help children with their homework. On the

BEST COPY

other hand, while parents indicate a strong interest for being involved in these ways, they also are most interested in helping with school governance matters, learning more about education jointly with educators, and serving as advocates for current educational needs, issues or concerns.

The involvement interests of parents appear to extend beyond the boundaries that educators indicate such participation would be most useful. It seems that parents and educators have dissimilar views about the meaning of parent involvement in education. Although there are some mutual agreements about certain aspects of parent involvement acceptable to both groups, parents' involvement interests appear much broader than the more narrowly defined areas which educators consider as being useful.

In order for parent involvement to become more acceptable, viable and effective, a clearer definition is necessary--one which all can agree upon. Otherwise, fundamental barriers will stand in the way of successful parent involvement. Thus, it appears that there needs to be a consensus of opinions concerning the definition and scope of parent involvement efforts between parents and educators before these can become more integral to the educational system and its processes. Such concordance is a key to developing more of a partnership between homes and schools in dealing with the difficult issues that education faces today and tomorrow.

The lack of more agreement between parents and educators regarding parent involvement's meaning appears to stem from the fact that neither group has had much formal training in the area of parent involvement. Both of the groups indicated that there is a definite need for teachers to be trained for parent involvement. It also seems that parents, other school staff, administrators and even teacher educators might need such training for parent involvement to be most effective. Additional knowledge, understandings, skills and experiences should enhance not only broader acceptance, but also a smoother integration of parent involvement into the educational process.

Some of the differences in opinions about parent involvement in school governance matters may reflect a fear and/or reluctance on the part of educators (especially teachers, principals and administrators) to share with parents those roles or activities which, historically, have been considered as the sole domain of educators. Further, many teachers appear desirous of wanting more of a say in educational matters or decisions. Most administrators appear unwilling to share governance because it may lessen their effectiveness and/or power. As a result, the possibilities of joint decision-making with parents will meet with resistance because educators still appear to be neither willing to share control nor can they envision how, in practice, this might increase the effectiveness and quality of education.

Based upon the more preferred ways educators want parents involved and the ways parents are most interested in being involved, there appears to be a need for change in how parent involvement is perceived. Educators should capitalize on the wider involvement interests of parents and expand the opportunities for increasing their participation in education. Much of this will require educators to realize that many parents are far more sophisticated in their knowledge and skills than educators perceive them to

BEST COPY

be. As such, many parents can take part in more of a variety of roles or activities. To facilitate this broader and more collegial participation, it will necessitate attitudinal and perceptual changes on the part of educators as well as systemic changes with respect to the educational enterprise.

Parent involvement cannot be effective if educators continue to see it as an attachment or a supplement to mainstream educational activities. Rather, such involvement must be incorporated into the mainstream of education. The results suggest at least three steps to accomplish this. First, a clear, definitive statement about parent involvement must be developed and issued to all in a school system. Second, viable, written policies to help frame and implement parent involvement efforts must be established. Third, both staff and financial resources to carry out parent involvement activities need to be identified, then earmarked for such usage. In doing so, the importance of parent involvement in education will be more evident from the perspectives of educators and parents alike.

The extent to which parent involvement can be improved appears to be directly related also to how "open" educators are to this concept. In addition, developing a broader range of parent involvement activities that are more related to parents' interests and strengths is a most important aspect of revitalizing their participation. Although parents will participate in slightly different ways, this should not deter educators from working with them to jointly develop the framework and components of an effective involvement program. Ultimately, educators will have to realize that the most effective parent involvement program, similar to the most viable educational program, must include participation from the entire school community rather than being limited to the school building.

Parent involvement should be perceived by educators and parents as a more encompassing concept in education. To do this, it appears that parent involvement may need to be framed within the concept of at least four broad domain areas. These would include: (a) public relations; (b) school support/learning; (c) home support/learning; and (d) shared governance. In doing so, parent involvement can become a catalyst, not only for parents to influence as well as fully participate in the educational system, but also to help them effectively negotiate through entities in the community that can aid in making family life, as well as educational achievement, more satisfying and successful. It also will serve as a useful resource for educators to improve the educational system.

A review and analysis of results from the survey of our seven parent involvement stakeholder groups has led us to offer the following recommendations as a means of enhancing fuller parent participation in the education of their children at home and at school:

- Parent involvement at both the preservice and inservice elementary teacher training level should be taught in a developmental sequence that progresses from learning about the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide assistance to parents, and, then toward the types where parents and school staff work together essentially as partners in education.

BEST COPY

- Preservice elementary teacher education as well as inservice teacher staff development must, as a priority, focus on providing participants with an overview of or background about the parent involvement movement as well as providing them with knowledge, understanding, and skills regarding major aspects of parent involvement in education (e.g. the personal, practical and conceptual frameworks).

- Parent involvement must be presented to elementary preservice and inservice/teachers so that it is viewed as an integral part of their preparation, rather than an attachment to it. As such, teachers will need to learn how to enhance teaching and learning success; how to develop better, more of a partnership with parents; how to help develop broader community support for the schools; and how to make cooperation between home and school more synergistic.

- The parent involvement teacher training sequence needs to address specific knowledge bases related to the various kinds of levels of parent involvement. For example: teachers should be taught the differences between teaching children in the classroom and teaching or working with their adult parents to become more involved as home tutors.

- After assisting preservice and inservice teachers to examine and identify their attitudes toward parent involvement, broaden their perspectives concerning the value/impact of parent involvement, and acquire the relevant knowledge and understandings regarding the main kinds of parent involvement, they should be provided practical opportunities or experiences to develop and sharpen skills in working with parents.

- Inservice parent involvement teacher training in order to more effectively enhance teachers' knowledge, understandings, skills, attitudes and motivations for working more collegially with parents will need to consist of a series of sequenced workshops rather than a one-day, one-time workshop effort.

- Principals and other administrators must be included in parent involvement training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge acquired regarding parent involvement.

- To encourage all school staff in school districts to develop better relations as well as work with parents, moreso as partners in education, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from our superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

BEST COPY

- In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- School district, building, and/or classroom parent involvement efforts need to establish program activities based on the premise that parents are as equally important to children's academic success as educators. This will necessitate providing parents with more of a participatory role in all educational matters.

- Parents need to be more fully involved at all levels of the educational system so that they can (a) strengthen the capacity of their families to establish appropriate learning environments, (b) provide meaningful home learning experiences, and (c) support/reinforce school learning activities.

- Parents should be provided with more educational information, more opportunities to share their insights/concerns, and more training, as needed, for the roles with which they can, or wish to be involved in education. This can serve as a means of strengthening parents' ability and status as partners in the education of their children.

- Parents must be provided opportunities, through parent involvement, to interact with, be informed about, referred to, and learn how to deal with those agencies, organizations, resources or networks available in their communities. This should enhance their abilities to arrange for and/or care for family needs in a more self-sufficient and efficient manner.

BEST COPY